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ABSTRACT

This book contains 14 research papers and reviews on the development of ethnic identity in childhood and adolescence and the transmission of ethnic identity within families and across family generations. The research focuses on Hispanic-Americans, particularly Mexican-Americans; some studies include Blacks, American Indians, Asian-Americans, and Whites (Anglos). Part I discusses the childhood development of ethnic identity in relation to the development of gender and racial identity, an instrument for the assessment of ethnic identity in Mexican-American children, the relationship of ethnic identity development to cognitive development, a model of adolescent ethnic identity development based on ego identity theory, and the relationship of adolescent ethnic identity and biculturalism to school environment. Part II examines the ethnic socialization of minority group children through parental teaching about ethnicity and culture; identification issues related to the census and other demographic research; and the effects of recency of parental immigration, parental ethnic identity, ethnic intermarriage, and family acculturation on children's ethnic identity. Part III presents a model of ethnic socialization in minority children based on social learning and cognitive development theories, and discusses psychoanalytic and Piagetian perspectives on ethnic identity development. Part IV explores possible adaptive ethnic-group responses to government policies that value or devalue cultural differences, and the effects of assimilationist public policy on social research design and results. This book contains author profiles and indexes by author and subject. (SV)

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